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ABSTRACT

IN SHAPING THE FUTURE OF A UNIVERSITY, A HOST OF FACTORS ENTER THE PLANNING PICTURE. SOME OF THESE ARE HISTORIC AND RELATE TO TRADITION, OTHERS RELATE TO INSTITUTIONAL LEADERSHIP AND THE PATTERN OF GOVERNANCE, AND OTHERS TO THE NEEDS OF THE REGION AND THE COMMUNITY WHICH THE INSTITUTION MUST SERVE. SOME FACTORS CAN BE REGRESSIVE SUCH AS THE PRESSURES EXERTED BY CLOSED PROFESSIONAL GROUPS FOR "ILLIBERAL EDUCATION AND OVERRESTRICTIVE CREDENTIALING." INSTITUTIONS ARE ALSO ASKED TO RESPOND TO SOCIAL NEEDS; THEIR RESPONSE MUST BE THOUGHTFUL AND SCHOLARLY. WITH THESE FACTORS IN MIND, THE FOLLOWING ISSUES MUST BE CONSIDERED: ENROLLMENT PROJECTIONS, EMPHASIS ON GRADUATE STUDY, THE KINDS OF DEGREES THAT WILL BE GRANTED, THE NATURE OF THE PROFESSIONAL CURRICULA, AND, EVENTUALLY, THE GRANTING OF PROFESSIONAL DEGREES AND DOCTORAL STUDY.
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FOR SANGAMON STATE UNIVERSITY

INTRODUCTORY NOTE

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Implicit in the idea of planning is the notion that it is better to look ahead and anticipate than it is to allow things to occur by happenstance. The planners say, in effect, that the process of biological evolution, to wit, natural selection and survival of the fittest, is not the most appropriate perspective with which to look at the future needs of human communities, let alone the future of an institution. On all sides we are told that the future of society and of social institutions should not simply be left to fate; to the consequences of the weather and natural disasters; to unseen forces of the market place; or to other factors extrinsic to the dynamics of balanced human growth. True, certain things in life are inevitable, but it is also important to remember that for most men enduring things in life are also matters of choice.

In shaping the future of a university a host of factors enter the planning picture. Some of these are historic and relate to the traditions and behavior of the scholarly and teaching community. Other factors relate to institutional leadership and the pattern of university governance. Equally important are the needs and interests of the region and community which the institution must serve. Not to be overlooked among the forces impinging upon the development of a new university are the values and practices of the professional groups which seek curricular support from an institution. Indeed, these may possibly become a major force for a degree of unenlightened planning in which the errors in emphasis and practice appropriate to another age are incorporated into university programs of today. Indeed, the thrust of some professional groups is more protective and backward-looking than open, flexible, and forward looking. A university, even in its early stages, can too quickly respond to narrow interests of closed professions which seek illiberal education and over-restrictive credentialing. It can thus endanger its identity as a center of learning, and risks becoming instead a transmission belt for special interests.

Compounding the difficulty facing planners of a new university is the fact that, like so many other contemporary institutions, it, too, in direct response to the turmoil and unrest facing contemporary society, is in a state of unprecedented change and internal stress. Again, we must take note of the dangers inherent in seeking too speedy institutional response to social change, as such. Change must occur, but programs hurriedly designed in a "rage for relevance" must not be allowed to become a substitute for thoughtful and scholarly responses to social needs. Universities, like individuals, it is sad to note, can lose their identity in the pursuit of the fashionable.

With these remarks in mind we turn to some of the assumptions which bear upon the planning environment for Sangamon State University. These, in turn, will assist in the interpretation of enrollment projections and the patterns of academic development in degree programs anticipated in the next ten to thirteen years.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1. The Question of Size: How big should a university be?

By 1983 it is expected that Sangamon State University will have twelve or thirteen thousand students, full time equivalent, or a weekly population of some 16 to 18 thousand full and part-time students.

This estimate of enrollment is based upon the same premise that required two new universities to be founded in Illinois in 1969. Demographic projections and manpower needs of the state of Illinois indicate future demand for higher education which can be satisfied only by starting new institutions. In addition, with the emergence of the community and junior college system in Illinois a new school-leaving age will be established for a majority of young people, at age 20 or so. Upper division universities are established in response to this fact.

A student population of some 13,000 full-time students will permit Sangamon State University to offer a wide range of degree programs and curricula not only for local and regional community college graduates and transfer students, but also for adults seeking to continue their education or to broaden their professional and leisure perspectives.

It is difficult to answer the question of optimum size. Much is known, however, about the impact on human behavior of large, impersonal organizations of any type, and it is well known that universities have not been exempt from ills of bureaucracy. But size alone is not the determinant of how people are treated in a university; much has to do with things like the effectiveness of university governance, the physical design of the campus and buildings; the style and intelligence of administrative practices; the quality of faculty, staff and the student body, and finally, the sense of shared values appropriate to a university community. It is felt that Sangamon State will reach national prominence in certain fields of study and professional activity, less from its eventual size, than from its commitment to quality from the outset. As the student population reaches the 12,000 mark there will be ample time to determine whether another university should be built elsewhere, whether some functions might be transferred to other institutions in order to hold down population to a workable size, or whether Sangamon State should be permitted to grow larger. At this juncture it seems wise to limit the eventual size of SSU to 12 or 13,000 full time students. This total is equal to or less than the present incremental growth being planned for at the two sister institutions in the regency system.

2. The Emphasis on Graduate Study: How much should there be?

It should be pointed out that Sangamon State is the first upper division institution to be established and operated in Illinois. It will have no freshmen and sophomores. Studies will begin with the junior or senior year and at the graduate level. In addition a three-year program leading to the master's degree will be the normal preparation for professional life for many students. Without lower division students, the entire character of Sangamon State will be more professional and less "collegiate" in the old fashioned sense of that term.

Notice should be taken, in weighing the long term emphasis on graduate enrollments for Sangamon State, of the continual development of new specialties in all the professions, some of which were never heard of as recently as a decade ago. By 1983 more people will seek advanced study for their own initial professional training, and more people will also seek advanced study in order to refresh old skills or develop new ones. It is therefore reasonable to assume that universities will increasingly respond to the revolutions in technology and environmental studies, to name only two areas of social change which will characterize the next decade or so.

Of considerable importance in the estimated growth of graduate study at SSU is the nature of the professional community in Springfield and central Illinois. Already Springfield has a greater number of professionals in its midst than are found in any of the six standard metropolitan statistical areas in Illinois outside of Chicago and Champaign-Urbana. And with six other state universities already located in small communities outside these metropolitan areas, none had reached the level of educational attainment that Springfield had without a university in 1960, according to the U.S. Census.

Springfield is already a medical center and will continue to develop rapidly in this area as the new SIU Medical School gains ground in the next few years. A host of professional programs in public health, public service, and the allied health professions will be a natural complement to a functioning medical complex, and Sangamon State can be expected to undertake its share of these programs.

Springfield is now, with no university, a center of legal practice and research, a center of historic and artistic accomplishment, and a center of civic activity unparalleled elsewhere in the state, except the metropolitan areas already noted. It would be foolish indeed to assume that Sangamon State University will not provide an impetus for continued growth in these areas, growth which will be felt in graduate and professional studies more than in lower division programs.

A final note on the long run emphasis upon graduate study at Sangamon State University during the 1970's, deals with the predictable strengthening of the private sector of higher education throughout the state. It is highly probable that many of Illinois' fine private colleges and universities now threatened by internal financial crises and the formidable competition set by the resources flowing into public higher education, will be strengthened by some form of public support, and thus will be able to hold many of their students who now transfer in the mid college years to public institutions. It is reasonable to expect that this increased "holding power" of the private colleges will also provide a measurable increase in demand for graduate and professional study at senior universities. Sangamon State will be no exception to this trend.

Finally it should be noted that Sangamon State, like older universities of established character, will grow because of the reputation it establishes in Illinois and across the nation as a center for scholarly endeavor, as a center for innovative programs, and as an institution which produces high quality graduates for civic life and the professions. It will be able to do this in part because, as a new institution, it need not acquire

some of the programs which now ride as baggage rather than as productive centers in the older universities, but mostly because of the "market" established by its reputation for quality. In the final analysis the success of the entire university depends more directly on this single point than it does upon all factors previously discussed.

3. Degrees and Professional Curricula: How many and which ones?

The most awesome task of a University, its authority to grant degrees, is also its most symbolic. A university degree represents the completion of studies as judged by its own faculty and governing board, but, more important, as reflected and judged by the world of the scholar, the scientist, and the professional man of high accomplishment. Whether the faculty of an institution and its governing board are aware of meaning of their tasks, or not, the degrees awarded by that institution will nonetheless symbolize accomplishment. Obviously it is possible to engage in the pageantry which heralds the award of university degrees without either students or faculty understanding fully the discipline, the honesty, and the other virtues which university degrees must stand for. The most difficult single challenge facing Sangamon State University is that of representing, with the imagination and integrity called for by our troubled times, its time-honored degree granting authority. We are humbled by the thought that it is easier by far to assemble a colorful academic procession in full regalia than it is to assemble a community of students and scholars and evoke the magic of teaching and learning. This is because, in our degree and status-conscious society, the symbol is in more demand than is the content of education; the medium becomes a surrogate for the substance of education; and the process tends to smother the aims of education.

It is therefore much easier to list the degrees which Sangamon State University hopes to be granting in ten to twelve years than it is to assure their quality. It can be stated, however, that we are aware of the magnitude of the task.

a) Baccalaureate Degree Programs.

Sangamon State University has sought authority to grant an undergraduate degree, the Bachelor of Arts, in eight areas of study to be awarded no sooner than June 1972. By that time it is expected that there will be a qualified faculty of eighty or so members and a total student body, full-time equivalent, of some one thousand.

The areas of study to be added at the undergraduate level over the next twelve years will round out a commitment to the liberal arts and sciences and to certain types of applied and professional study, and will bring to twenty-five or so the number of disciplinary areas in which the B.A. degree will be offered. Because of the crucial need for literacy and some degree of liberal learning in all professions and for social and intellectual awareness among all college graduates, it is hoped that the B.A. at SSU, by its content, will continue to be the only undergraduate degree. It is entirely possible, that by hewing to a single degree of this nature, that Sangamon State will make a solid contribution to the demand for liberally educated teachers, businessmen, public servants, professionals and citizens.

It has been pointed out elsewhere that the off-campus program of applied study, of one quarter's duration, supervised by the regular faculty, and offered for undergraduate academic credit, will respond to the needs of many students for an immediate "job payoff" for their education at Sangamon State. For all students it can provide a broadening and disciplined experience in the world of work which should be more fruitful in intellectual growth than is book-study unrelated to experience in many applied fields. In addition to the applied study experience, a limited amount of study in methods or "praxis" will be a feature of undergraduate degree programs at Sangamon State. It is expected that the applied study quarter will become one of the unique features of SSU's undergraduate program and will result eventually in cooperative efforts with many employers and agencies in government, business, education, and health and voluntary service agencies in Illinois and the Midwest.

The undergraduate degree at Sangamon State will continue to be characterized by a required amount of intense study in what is described in the curriculum as "Liberal Studies and Public Affairs". Through this study, in addition to the many events and programs of note available to all students during the regular short term and throughout the teaching quarters, Sangamon State will keep its promise to emphasize the study and understanding of the "public questions" in history, science, and philosophy, which lie at the root of so many perplexing events and tensions in public affairs.

b) Graduate and Professional Degree Programs.

At the outset Sangamon State University plans to offer programs of study leading to the Master of Arts degree in the areas authorized for its baccalaureate programs and in three additional areas of immediate professional need. Among these is the commitment to Administration as a field of study germane to several areas of professional practice. In such a program, in which administration is studied in a generic sense, the needs of persons seeking specific knowledge and skills in governmental administration, business administration, educational administration, or in the administration of health care facilities, can be met without creating distinct faculties for the common aspects of each field of endeavor. Second, with the collaboration of faculty members in psychology, sociology, and economics, a program leading to the master's degree in guidance and counseling has been sought starting in September 1970. Third, to meet the urgent need for well-trained professionals in urban studies and related fields, an authorization for an interdisciplinary program in Community Planning and Area Development will also be among the initial M.A. degree programs.

Beyond the 1970-72 graduate degree program authorizations, and over the next five years of growth of SSU, as the faculty expands and as the capabilities of the university library and research resources at Sangamon State are established, programs of study leading to the Master of Arts will be added to correspond with nearly all of the baccalaureate degree disciplines.

At the present time it seems appropriate to plan for additional master's degree programs of a professional nature, including the following areas of study and work. (The list is intended to be suggestive more than definitive.)

- (1) Public Affairs Reporting
- (2) Community Services (Social Services, Social Work Education, and Studies in Community Organization)
- (3) Nursing Education and Several Specific Areas of Medical Science and Environmental and Public Health (in addition to Administration of Health Care Facilities, above)
- (4) Several Areas in Special Education: The Emotionally and Physically Handicapped, and the Gifted
- (5) Fine Arts: Music, Graphics, the Film and Plastic Arts, and Art History
- (6) Research and Design in Environmental and Engineering Studies
- (7) Computer Science
- (8) Outdoor Recreation

THE QUESTION OF ADVANCED PROFESSIONAL DEGREES AND DOCTORAL STUDY

Long before the end of the decade of the 1970's pressure will be generated by faculty, community groups, and perhaps others, for Sangamon State University to embark upon degree programs beyond the master's level. Included among these will be doctoral degree programs. Probably no dream in higher education is more pervasive and at the same time more dangerous and fraught with sorrow, than that of moving an institution into doctoral study prematurely and without justification. Doctoral Study of almost any variety or quality has become a symbol that an institution has "arrived" rather than being the culmination of years of building an environment for scholarship and teaching, with library and research resources. Therefore, in speaking of the possibilities of degree programs beyond the master's level, one should be fully aware of the risks and qualifications, an institution must meet. Those mentioned below appear to be the most practical in light of the initial thrust of Sangamon State and its mandate in public affairs.

First of these advanced degree possibilities that of offering a new doctoral degree, the Doctor of Arts, (D.A.) in recognition of doctoral level competence in mastery of subject matter, written and oral expression, research capability and skill in teaching. The D.A. is not, however, a research degree. It has been suggested as a realistic mission for some of the public universities described in E. Alden Dunham's new book, "Colleges of the Forgotten Americans. A Profile of the State Colleges and Regional Universities." (New York, McGraw Hill, 1969, a publication sponsored by the Carnegie Commission on Higher Education)

The second of these possibilities is doctoral study in administration. Sangamon State is mandated to establish high competence in the field of public administration and related studies. It is altogether realistic to suggest that these programs might earn doctoral status within a few short

years, given the excellent resources and support for such activity in the Springfield area. The Springfield program of the University of Illinois' master's degree program in Public Administration will, by prior agreement, be taken over by Sangamon State in the fall of 1970, thus making the professional study of administration the largest single program at the graduate level for Sangamon State in its early years. Several hundred students are now embarked upon master's study in this field in the Springfield community.

A third possibility is the study of law. Not the establishment of a traditional law school, but a law school devoted to special aspects of legal practice appropriate to the resources of the Springfield community and the needs of the State of Illinois. Among these might be an emphasis upon law and public policy, law and urban problems, or law and the environmental crisis, in addition to foundations in legal studies.

It is too early to estimate the impact upon the scholarly and scientific resources of Springfield, of a medical school. But it is not altogether out of the question to suggest that between Sangamon State University and the SIU Medical School capability in certain of the medical sciences will exist in Springfield to permit collaboration in the study for the doctorate in several areas.

Finally, a long look into the future should recognize that universities of quality usually attract industrial and commercial firms which utilize the talents and research resources of faculties in the sciences and engineering. Such research-oriented firms have located in the neighborhood of many major American universities, with mutual benefits accruing to the scholarly community and the business world. Hence, if a "research park" is included and later developed in the land-use plan for Sangamon State University, related advanced degree work might become a possibility in certain additional fields.